

Learning Styles of Higher Secondary School Students in Aizawl City in Relation to Their Gender

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Abstract:- This study aims to describe the learning styles of higher secondary school students in Aizawl City, Mizoram considering their gender. It was conducted through Descriptive Research method and the tool used is Learning Style Inventory (LSI) prepared by Karuna Shankar Misra, Professor and Former Head of department of Education, University of Allahabad, Allahabad. The sample consisted of 300 students from higher secondary school in Aizawl City, with 118 male and 182 female using stratified random sampling method. The results revealed that there is no significant difference in the learning style of male and female higher secondary school students in Aizawl City. However, the study suggests that students need to be provided with the knowledge of different learning styles, which will help them build self-confidence and manage their own learning.

Keywords: Learning Style, Gender.

1. Introduction

Education plays a very decisive role in the development of any country or culture. If all the members of the society have completed the basic education, then they can contribute their efforts for developing a crime-free and progressive society and it is for this reason the nations and the states are investing hugely in education.

Learning styles are a combination of many biological and experientially imposed characteristics that contribute to concentration, each in its own way and all together as a unit. Learning style is more than merely whether a student remembers new and difficult information most easily by hearing, seeing, reading, writing, illustrating, verbalizing, or actively experiencing; perceptual strength is only one part of learning style. It is also more than whether a person processes information sequentially or analytically rather than in a holistic, simultaneous, global fashion; information-processing style is just one component of style. It is important to recognize not only individual behaviors, but to explore and examine the whole of each person's inclinations toward learning (Dunn, Thies, & Honigsfeld, 2001).

Brown (2000) cited in Gilakjani (2012, p. 105) defines learning styles as “the manner in which individuals perceive and process information in learning situations.” He argues that learning style preference is one aspect of learning styles, refers to the choice of one’s learning situation or condition over another. Students learn in different ways from each other. They often choose to use what has become known as a preferred learning style. Learning styles are not a prescription for teaching students, but they help a teacher recognize the preferential way in which a student processes and retains information.

2. Objectives

The following were the specific objectives of the present study:

- a. To find out the learning styles of higher secondary school students in Aizawl City.
- b. To compare the learning styles of male and female students of Aizawl City.

3. Methods

In the present study, the learning styles of Government and Private higher secondary schools of Aizawl City is studied using Descriptive Research method. All students studying Class XI and XII Private and Government higher secondary school of Aizawl City are the population.

Table 1.0 Population of Higher Secondary School in Aizawl City

CLASS	GOVERNMENT		PRIVATE		TOTAL
	M	F	M	F	
XI	1987	2225	2869	2847	9928
XII	1508	1846	3198	3032	9584
TOTAL	7566		11946		
Total population	19512				

Source: UDISE 2020-22

In the present study, 300 higher secondary school students were taken as sample of the study where 118 are male and 182 are female. The data were collected using Stratified Random Sampling Method. The investigator used Learning Style Inventory (LSI) prepared by Karuna Shankar Misra, Professor and Former Head of department of Education, University of Allahabad, Allahabad is used. The investigator personally visited the selected Higher Secondary School in Aizawl City and took the consent of the Principal and teachers and appointment was made for data collection. The investigator then give instruction and explain necessary instruction about questionnaire and give time for the students to respond to the questionnaire as per the instruction booklet of Learning Style Inventory. After finishing, the students submitted their answer sheets back to the investigator. The scores were then tabulated, analyzed and interpreted according to the norms provided in the manual of the test booklet. The data obtained from the questionnaire is analyzed, tabulated and scored using appropriate statistical methods like Percentage, Mean, Standard Deviation and 't' test.

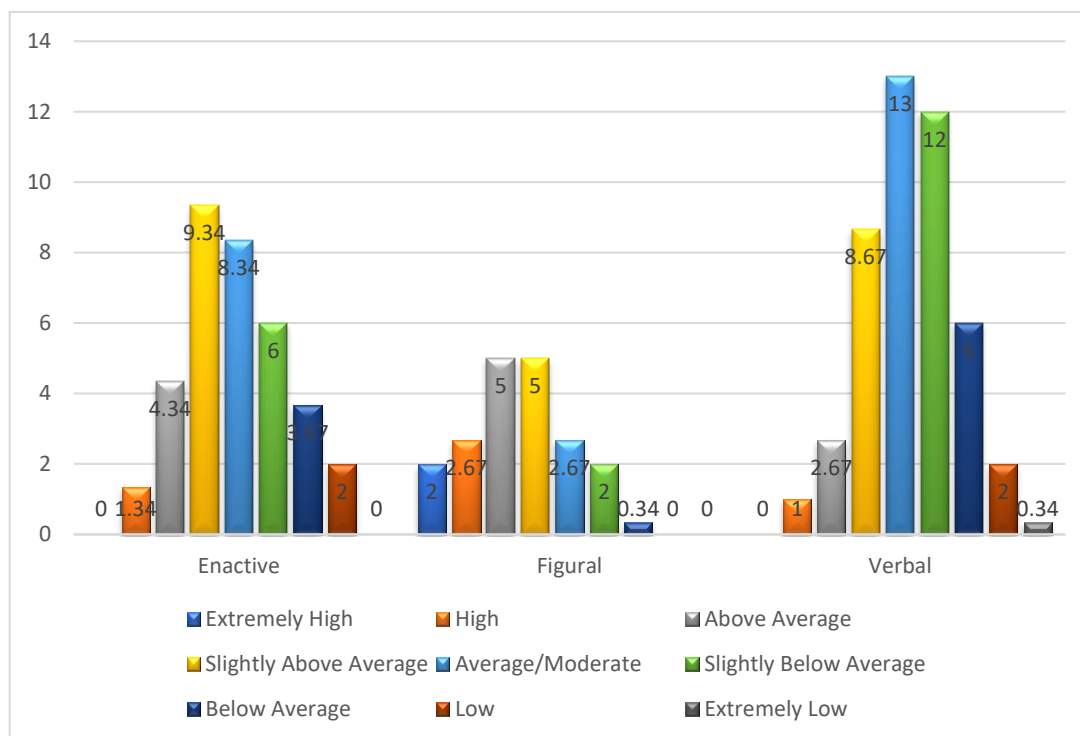
4. Results

Objective No.1: Learning styles of higher secondary school students in Aizawl City

The learning styles of higher secondary school students in Aizawl City are determined by the response given by the students and the response are scored and categorized into different levels of learning style. The following table 2.0 shows the learning style of higher secondary school students in Aizawl City.

Table 2.0 Learning styles of higher secondary school students in Aizawl City

Sr. No	of Learning	Enactive	%	Figural	%	Verbal	%
1	Extremely High	0	0	6	2%	0	0
2	High	4	1.34%	8	2.67%	2	1%
3	Above Average	13	4.34%	15	5%	8	2.67%
4	Very Above Average	28	9.34%	15	5%	26	8.67%
5	Average/Mode	25	8.34%	8	2.67%	39	13%
6	Very Below Average	18	6%	6	2%	36	12%
7	Below Average	11	3.67%	1	0.34%	18	6%
8	Low	6	2%	0	0	6	2%
9	Extremely Low	0	0	0	0	1	0.34%

Figure 2.0 Chart showing learning styles of higher secondary school students in Aizawl City

In table 2.0 and Figure 2.0, out of 300 higher secondary school students, 4 (1.34%) students have 'High' enactive learning style, 13 (4.34%) have 'Above Average' enactive learning style, 28 (9.34%) have 'Slightly Above Average' enactive learning style, 25 (8.34%) have 'Average/Moderate' enactive learning style, 18 (6%) have 'Slightly Below Average' enactive learning style, 11 (3.67%) have 'Below Average' enactive learning style and 6 (2%) have 'Low' enactive learning style. The highest percentages of students have 'Slightly Above Average' enactive learning style, followed by 'Average/Moderate' enactive learning style.

The table and figure also reveal that out of 300 higher secondary school students, 6 (2%) students have 'Extremely High' figural learning style, 8 (2.67%) have 'High' figural learning style, 15 (5%) have 'Above Average' figural learning style, 15 (5%) have 'Slightly Above Average' figural learning style, 8 (2.67%) have 'Average/Moderate' figural learning style, 6 (2%) have 'Slightly Below Average' figural learning style and 1 (0.34%) have 'Below Average' figural. The highest percentages of students have 'Above Average' and 'Slightly Above Average' figural learning style, followed by 'High' and 'Average/Moderate' figural learning style.

A careful observation of table 2.0 and figure 2.0 also reveals that out of 300 higher secondary school students, 2 (1%) students have 'High' verbal learning style, 8 (2.67%) have 'Above Average' verbal learning style, 26 (8.67%) have 'Slightly Above Average' verbal learning style, 39 (13%) have 'Average/Moderate' verbal learning style, 36 (12%) have 'Slightly Below Average' verbal learning style, 18 (6%) have 'Below Average' verbal learning style, 6 (2%) have 'Low' verbal learning style and 1 (0.34%) have 'Extremely Low' verbal learning style. The highest percentages of students have 'Average/Moderate' verbal learning style, followed by 'Slightly Below Average' verbal learning style.

Objective No.2: To compare the learning style of male and female Higher secondary school students in Aizawl City.

Comparison of the Learning style of male and female higher secondary school students

Hypothesis No.1: There is no significant difference between male and female higher secondary school students with regards to their learning style.

Table 3.0 Comparison in relation to gender

Gender	N	Mean	SD	SED	t-value	Level of significance
Male	118	138.85	15.98	1.91	0.46	NS
Female	182	139.74	16.38			

Figure 3.0 Chart showing comparison in relation to gender

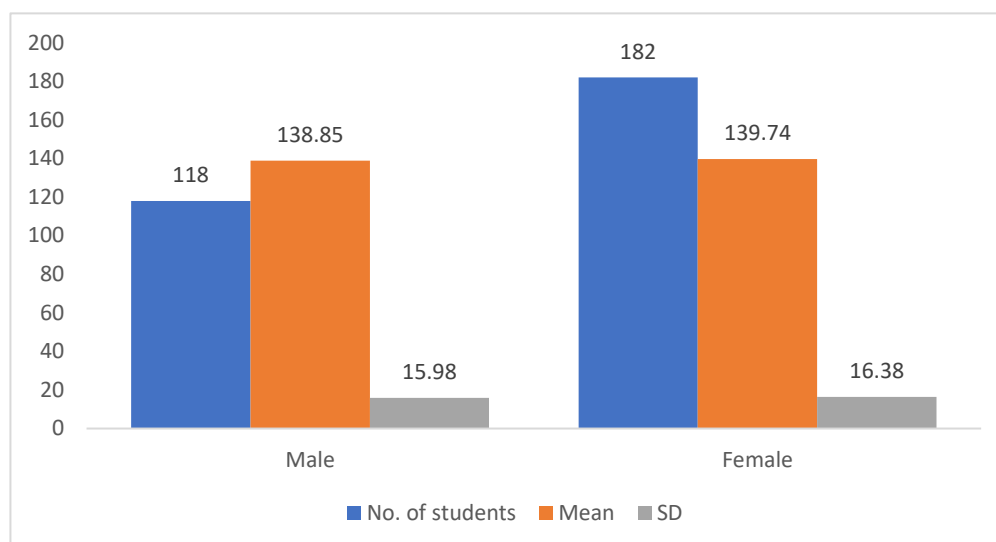


Table 3.0 and Figure 3.0 shows the comparative analysis of learning styles in relation to gender. The mean difference between male and female students is 138.85 and 139.74 respectively. After conducting t-test, it was found that there is no significant difference between boys and girls in their learning styles, since the calculated value of t (0.46) is less than the critical ' t ' value, there exists no significant difference. Hence the null hypothesis no 1 stating that, "There is no significant difference between male and female higher secondary school students with respect to their learning style" is accepted.

5. Discussion

Learning styles are simply different approaches or ways of learning. Learning styles are different ways of taking in and understanding information. From the study, it was found that majority of higher secondary school students in Aizawl City have slightly above average enactive learning style (9.35%), above average figural learning style (5%) and average/moderate verbal learning style (13%). Although the highest number of students belongs to verbal learning style, students with figural learning style has the highest score which is above average learning style. Teaching styles/method may influence the learning style of students. In the case of Mizoram, lecture method has been used by most of the teachers from early stages and students have adapt to the method as they move along to the upper classes. It may also be due to the environmental factors where students may or may not be motivated to learn on their own and construct their own knowledge. The environment of the students may or may not be highly competitive.

The comparison on the learning style of male and female higher secondary school students discovered that there is no significant difference between the two groups. It was observed from the findings that gender does not have any influence on the learning style of higher secondary school students. The plausible reason for this finding could be that Mizo society is an open society where male and female enjoys equal opportunity and receive equal education. They are given equal treatment in the teaching learning process which reflects the status of female in the society. However, in enactive learning style, both male and female have the same level of learning style which is slightly above average enactive learning style. In figural learning style female have higher learning

style which is above average while male students have slightly above average enactive learning style. In verbal learning style, female have higher learning style which is average while male have slightly below average verbal learning style. The highest percentage of male and female belongs to verbal learning style which is 16.10% and 13.19% respectively.

It is foremost important for teachers to focus their attention on students preferred learning styles before imparting the subject matter since methods of teaching adopted by teachers often reflects their own personal learning style often results in the mismatch with students while learning.

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